



Project WILD/ Project WILD Aquatic

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Going WILD...!

A Newsletter for Project WILD Educators in California
Volume VIII Winter 2002

Sylvia's Farewell (but not good-bye) to WILD Folks

When I first joined Project WILD in 1996, Becky Miller and I shared coordinator duties. Being new to education, I thought partnering with Becky would give me plenty of time to learn the program and "come up to speed". Well something about "best made plans" comes to mind when remembering that only six months later Becky accepted another position and suddenly I was program lead! Not exactly what I had envisioned and a surprising beginning to my exciting, fun, busy, challenging adventures with Project WILD. Luckily, Bobbie Winn came on board as Aquatic WILD Coordinator and we became the WILD California duo!

As Project WILD coordinator for the past six years, I have come to know many dedicated educators and am continually impressed and inspired with your passion and commitment to environmental education. I feel privileged to have worked with so many wonderful, enthusiastic people to increase the Project WILD network and be part of the effort to expand environment-based education.

As for my "new life of leisurely retirement" my plans include a trip to the Big Island of Hawaii, traveling the U.S. and Canada to investigate all the wondrous kayaking places I've head and read about, volunteering at my local nature center, and of course helping promote Project WILD any way I can!

My sincere thanks to all the fantastic, dedicated people who made my WILD experience so memorable!!

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2002 WILD Highlights

WOW, how can it be December already? Where did 2002 go? Looking back at the calendar, it was another busy year for Project WILD staff. In January we welcomed our new assistant, Angie Barlow. Using her amazing computer skills, Angie revised the WILD database and revamped the web site. She continues to streamline processes making it easier to keep records and improve our services.

Other activities that kept Project WILD staff and volunteers busy included:

- ✓ staffing Project WILD exhibits at 15 local and statewide conferences and environmental education events. These included the California Science Teachers Association Conference, Bay Area Environmental Education Resources Fair, California Association of Bilingual Education Conference, and Los Angeles Environmental Education Fair.
- ✓ helping organize the American River Salmon Festival Schools Day Event. Fourth grade students from local Sacramento County schools attended a day of outdoor activities focused on the theme "A Celebration of the Importance and Conservation of Chinook Salmon". Learning stations for this one day event included Hooks & Ladders and Silt: A Dirty Word.
- ✓ receiving a grant from the California Coastal Commission to adapt selected aquatic activities for early childhood education. This fall, a series of workshops were held to pilot the material.
- ✓ working with the California 4-H program to introduce and implement a California Wildlife Habitat Evaluation Program using Project WILD Guides to help develop the curricula.
- ✓ receiving a grant from the national Project WILD office to help implement Science & Civics, including conducting focused workshops in Los Angeles and San Diego.
- ✓ writing the first Project WILD feature article for the Department of Fish & Game's *Outdoor California* magazine. Each issue now includes an article focused on activities teachers and parents can use to help kids learn about wildlife and habitat.

✓ continuing to participate in the California Regional Environmental Education Community (CREEC) Network to improve communications among the various EE organizations in California. This network was essential in developing and finalizing the statewide "California Plan for Environmental Education".

Our last bit of news is the announcement that Sylvia Gude will be leaving her Project WILD Coordinator position at the end of the year to enjoy a life of leisurely retirement! "I want to thank all the wonderful educators I've met through Project WILD," Sylvia said. "You truly are a dedicated group. And since I plan to remain active in the Project WILD network, I hope to see many of you at future WILD events!"

What is ahead for the CA WILD Program?

The State of California is in a difficult economic period. As a result, the future of California WILD is filled with more questions than answers. We have heard many rumors but they remain unconfirmed. Here are the things we know: the Aquatic Coordinator position is funded until July 1, 2003 and Sylvia's position will not be filled in the immediate future. With travel tightened and purchase of guides and support materials limited, the key for the continued success of the program is your regional efforts.

Is there something you can do? Yes, take a lesson from WILD's new Science and Civics curriculum, learn the budgetary process and watch for opportunities to express your points of view. Be an EE advocate and generously spread the word about environmental education. Continue to offer professional development opportunities and outreach to educators and students. Project WILD thrives on educators who use this material and have local contacts and connections.

Summer 2003 Going WILD! newsletter will be published only to the web. Winter issues are provided via U.S. Mail and on the web.



Attention Facilitators – Workshop Grant Available

The newest Project WILD curriculum, *Science and Civics: Sustaining Wildlife* (grades 9-12) is now available for distribution through the workshop format. This high school curriculum integrates both science and social studies with a two-strand core of activities: Habitat Exploration and Participatory Democracy. The material works with service learning or community based projects.

We are offering facilitators a unique grant opportunity to conduct a Science and Civics Workshop. Grants (up to \$500 each) may be used for teacher stipends, supplies, and/or food for workshop participants. Grant funds will be paid upon completion of the workshop.

Grant guidelines:

A written proposal must be sent to the Project WILD Office by February 14, 2003 and contain:

- scope of the workshop, including an agenda
- target date and audience
- proposed budget
- workshop assessment (we encourage you to follow-up & report back how participants use Science & Civics Curriculum)

Grants will be awarded and notification made by March 1. All workshops must be completed by June 1, with completed reports and evaluation forms submitted to the WILD Office no later than June 20.

If you have not been trained in the Science & Civics Curriculum don't worry. We can provide you sample agendas and work with you to develop your workshop format. Just phone or E-mail for further information: bwinn@dfg.ca.gov, or 916/653-6132.

Educator Resource

Copies of the **Communities Compendium** will be available in early 2003. You can find out how WILD ranked by visiting the Resource Directory of the creec.org website. Select "Project WILD and click on the various icons for details. All curricula that met the high standards of the compendium reviewers have been entered into the resource database. WILD is once again #1.

Project WILD Video

The National Project WILD Office has produced a new Introduction to Project WILD Video. The running time for *Project WILD, From Awareness to Action* is 9 minutes. This video is a good promotion tool for introduction workshops, fairs or exhibits. It can also be used as the "program introduction part" of a WILD workshop. The video is available for loan from the California WILD office.

New Workshop Strategies

With the spotlight focused on ranking student achievements, how can environmental education continue to seek a place in the classroom? Recently, a study conducted by U.S. EPA funded Environmental Education Training and Partnership (EETAP) Focus Group solicited opinions from middle and high school teachers to gain insight about the barriers and limitations of non-science teachers' use of environmental education.

For the most part, the informants understood that EE is multidisciplinary and agreed that elementary teachers can easily integrate lessons across the curriculum and even accomplish multiple grade-level standards. But among these secondary teachers, the perception ruled that EE best fits into science and that with limited planning time, the multi-disciplinary format of EE materials often limits their appeal and use in non-science middle and high school courses.

What can we do? Perhaps we need to take a fresh look at how we engage middle and high school teachers (our hardest audience) in considering use of EE in ways that will better serve their needs.

- Try planning workshops and highlight activities with a single-subject focus.
- Take time to show how the activities connect with specific grade level standards in that subject area.
- Give participants time to think about how they can use these new ideas to adjust their curriculum plans.
- Share other materials related to WILD activities and stretch their interest and enthusiasm for EE.

For more information on the EETAP focus group, check out www.eetap.org/focusgroupreport1.pdf.

The above article is an excerpt from "BRANCHING OUT," a newsletter for California PLT Facilitators.

Opportunities for Students

"Igniting Creative Energy" Challenge

In celebration of National Education Week, the National Energy Foundation will offer an educational contest designed to encourage students to learn more about energy and the environment. The deadline is March 15, 2003. Learn more at www.ignitingcreativeenergy.org or contact Stacy: (800) 616-8326, info@nef1.org. For entry ideas visit www.meepnews.org.

2003 Arbor Day Poster Contest

Join 5th grade classrooms across America. This year's theme, "Trees are Terrific...from Acorn to Oak!" is designed to increase knowledge about the importance and diversity of the oak. The deadline is March 1, 2003. Educators can receive a free Contest Activity Guide by email: education@arborday.org. For more information visit www.arborday.org/programs/postercontest/2003.html.

Federal Junior Duck Stamp Program

Youth activities and art contest for K-12. Activity/drawing guides are available at www.calwaterfowl.org, or by calling the Sacramento National Wildlife Refuge at (530) 934-2801 or the California Waterfowl Association at (916) 648-1406. Art contest rules and entry forms are available at duckstamps.fws.gov/jds, or by calling the above numbers. Entries due March 15, 2003.

Coastal Art & Poetry Contest

The California Coastal Commission invites K-12 students to enter artwork or poetry with a coastal theme. Eight winners will receive \$100 gift certificates. The post-marked deadline is Feb. 15, 2003. For more information, visit www.coastal.ca.gov/publiced/pendx.html or contact Annie Kohut Frankel: (415) 597-5888, afrankel@coastal.ca.gov

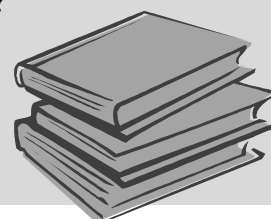
River of Words® Art & Poetry Contest


This arts and environment education program, in association with the Library of Congress, conducts an annual international poetry and art contest for K-12 students. Winning art submissions are published in a calendar, and poetry in a book. Entries due Feb. 15, 2003. For more information, materials, or to find a workshop in your area, visit www.riverofwords.org or contact ROW: (510) 548-7636, info@riverofwords.org.

Use the following Project WILD/Aquatic WILD activities to help students produce contest entries. These activities will aid teachers in meeting California Department of Education Language Arts and Science Standards. Correlations of WILD activities to state standards are available on the web at www.dfg.ca.gov/coned/projectwild.

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Opportunities for Educators

Forestry Institute for Teachers (Fit) Summer 2003

Learn about forest and other ecosystems, natural resource management systems, timber harvesting, stream restoration and wildlife biology. Curriculum resources, Project WILD and Project Learning Tree training included. For information contact The Forest Stewardship Helpline: (800) 738-8733 or www.forestryinstitute.org.

\$1000 Scholarship for Amazon Rainforest Workshop July 7-16, 2003

Work side-by-side with scientists, explore the rainforest canopy, visit local schools and families. Find scholarship entry form at www.travel2learn.com, which is due March 8, 2003. For more information, a flyer is available at www.travel2learn.com/Sum1pg02.pdf. or contact Frances Gatz: (800) 669-6806, fgatz@earthlink.net.

Advanced Project WILD Clinic in Costa Rica June 22-28, 2003

Available through Holbrook's Professional Development Series, this 8-day adventure highlights rainforest ecosystem studies, cultural exchange, and enviroethic issues. Rafting, canopy exploration, kayaking, and snorkeling also included. Learn more at www.holbrookeducationtrips.com, or by calling (888) 890-0632.

Calendar of Project WILD Events – Spring 2003

Conference exhibits and environmental fairs are an additional opportunities for you to help us with outreach for the Project WILD programs. It is a great way to stay active in the WILD networks. If you are interested in assisting at one of the following events contact the WILD office. If you know of an event in your area at which you would like to represent Project WILD, please let us know and we will provide booth materials.

Date	Event	Programs
January 17-19	International Sports Expo – Youth Fair, Sacramento (Cal Expo)	WILD
February 1	Project WILD Facilitator Training, Sacramento	WILD
February 12-15	California Association for Bilingual Educators, Los Angeles	PLT/WILD/WET
February 15	Bay Area Environmental Education Resources (BAEER) Fair, San Rafael Project WILD Science & Civics workshop offered	WILD/WET
February 22	"Teach the River" San Joaquin Valley River Symposium for Teachers, Fresno Project WILD Science & Civics workshop offered	WILD
March 6-7	Environment and Education – A Pre-Service Leadership Conference, Pomona (CalPoly)	PLT/WILD/WET
March 8	Los Angeles Environmental Education Fair (LAEFF), Los Angeles (Arboretum)	WILD/WET
March 14	San Diego Science Conference Project WILD Science & Civics workshop offered	WILD
March 15	Project WILD Facilitator Training, San Diego	WILD
April 4-6	Assn. of Environmental & Outdoor Education Conf., Redwood Glen (South Bay Area)	WILD
April 12	Project WILD Facilitator Training, Northern California (City TBA)	WILD
April 26	Environmental Expo – CSU San Bernardino	PLT/WILD/WET
May 6-7	Children's Water Education Festival, Irvine (Hidden Valley Park)	WILD
TBA	Project WILD Facilitator Workshop, South Bay/Monterey Area	WILD

Plastic Jellyfish

Clean, pure water may be our most precious resource. The U.S. Congress has proclaimed 2002 as "The Year of Clean Water" commemorating the 30th anniversary of the Clean Water Act with the theme "Clean Water...It's Up To You!" Much of the pollution that impacts the quality of water is thoughtless discarded trash. People who dispose of their trash along waterways not only create an ugly mess but can also harm wildlife.

Plastics are particularly hazardous. Although plastic products make our lives easier and safer, two characteristics make them a threat to wildlife. They are lightweight, easily scattered by the wind and transported by water. Secondly, because they are indestructible they stay in the environment forever. Many fish, birds and other animals die every year from entanglement in plastic six-pack rings that come from canned drinks. Nylon fishing line discarded by anglers can also entangle and kill wildlife. Animals can mistake some plastics for food, sea turtles have mistaken plastic bags for jellyfish (their favorite food) and choked to death trying to eat the bag.

Gain an awareness of the potential problem with plastic pollution, with a family activity using the Project WILD Aquatic activity *Plastic Jellyfish*. The instructions are simple and the result might surprise you.

1. Collect every piece of plastic waste used in your home for three days or until you have a variety of samples. Notice how much plastic you use daily. Safely rinse out the containers and dispose of any leftover harmful contents.
2. Sort the materials into two main groups.
 - a) items you think could be harmful to wildlife if discarded improperly into the environment.
 - b) items that probably wouldn't be harmful to wildlife.
3. Now sort the potentially harmful items into three smaller groups. (Some items will fit into more than one group).
 - a) Create a group for items in which animals may become entangled.
 - b) A second group for materials that might be mistakenly eaten by animals as food.
 - c) The third group for items that might cut an animal that steps on it or attempts to eat it.

Classify the sorted items by using the following codes:

E = entanglement hazard, **F** = mistaken as food, **C** = cutting hazard

Examples: six-pack holders - E; plastic bags - F&E; Strapping/packaging bands - E&C; Plastic utensils, cups, Styrofoam coolers - F&C; fishing line - E&C; plastic containers - E&C; balloons - F; fishing nets - E&C

4. Have a family discussion about actions that can lessen the potential hazard of plastic (and other waste materials) to wildlife.
 - Develop a family "action plan" to- Recycle, Reduce and Reuse! Always dispose of trash properly.
 - Carry a litter bag so if you see trash you can pick it up to dispose of it properly
 - If you see a friend littering, explain why they may be doing more harm than they realize.
 - Cut up six-pack plastic rings and tangles of fishing line into short sections before discarding in the trash or recycling.

Your extra little effort will keep the water clean and may also save a fish, bird or other animal.

Help Clean - Up The River!

Find and cross-out (X) the trash that is polluting the wildlife habitat. Thanks for helping clean the river. Now, enjoy coloring the picture.



Did you find the following 10 trash items?

- | | |
|--|---|
| <input type="checkbox"/> Plastic jug | <input type="checkbox"/> Another six-pack holder |
| <input type="checkbox"/> Piece of crumpled plastic | <input type="checkbox"/> Soda bottle |
| <input type="checkbox"/> Fish net | <input type="checkbox"/> Picnic trash |
| <input type="checkbox"/> Fishing reel with line | <input type="checkbox"/> Plastic food container (large) |
| <input type="checkbox"/> Six-pack holder | <input type="checkbox"/> Plastic food container (small) |

State of California
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☐ INTERESTED IN BEING A
PROJECT WILD FACILITATOR

Project WILD, a K-12 supplementary environmental education program emphasizing wildlife, is sponsored in California by the Department of Fish and Game through the sale of environmental license plates. Aquatic Project WILD is funded by the federal Sport Fish Restoration Act. *Going WILD...!* is the newsletter for Project WILD in California.

UPDATING THE DATABASE!

Keeping our data base current will allow us to keep you current with WILD Information. Mail any address, name, or new telephone area code changes to **Dept. of Fish and Game/Project WILD, 1416 Ninth Street, 12th Floor, Sacramento, CA 95814**; or e-mail them to abarlow@dfg.ca.gov.

INTERESTED IN FACILITATOR TRAINING?

Facilitators help other educators learn about Project WILD and agree to conduct one workshop or presentation a year. Would you like to become a Project WILD Facilitator? **Check the Facilitator interest box below and send in the return address portion of the newsletter.** You will receive a Project WILD Facilitator Interest Form to complete and return. The information from this form will help us provide you the training needed to be a Project WILD Facilitator.

RESOURCES FROM CA DEPARTMENT OF FISH AND GAME

- In addition to hunting and fishing information, the **Department of Fish and Game Website** provides information about California's native species, their habitats, and their relationship with us! Check it out at **www.dfg.ca.gov**.
- ***Outdoor California* magazine** has great information on wildlife, habitat and resource management. Subscriptions are \$9.95 (1 yr.-6 issues). Send your check to: *Outdoor California*, PO Box 944209, Sacramento, CA 94244-2090.